

## Year 6 Summer Term Overview 2019

SUBJECT	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term
English	<p><b><u>Poem Study: Flannan Isle by Wilfred Wilson Gibson (1912)</u></b>  <b>Essential books:</b>  <b>A variety of poems.</b>                      The children will be reading poem, children explore figurative language and poetic devices. Children read and write poetry, investigate personification, make careful observations of nature and research the historical facts behind the poem. Write a newspaper report detailing the events of what happened.  <b>Grammar includes:</b>                      Using expanded noun phrases to convey complicated information concisely, using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun, using semi-colons, colons or dashes to mark boundaries between main clauses                      Spellings: Rules from Year 6 curriculum. Activities will include routine spelling activities, homework and tests.</p> <p><b><u>Persuasive writing</u></b>  <b>Essential books:</b>  <b>The Tin Forest by Helen Wood &amp; Wayne Anderson</b>  <b>Dinosaurs and all that Rubbish by Michael Foreman</b>  <b>Eco-Wolf and the Three Pigs by Laurence Anholt</b>  <b>Grammar includes:</b>                      Recognising vocabulary and structures that are appropriate for formal speech and writing, using modal verbs in writing, using expanded noun phrases, using and understanding the grammatical terminology</p> <p><b><u>Guided Reading and Reading comprehension (SATs revision)</u></b>                      The children will read and share a variety of genre to suit their reading ability. They will analyse the text and answer in depth questions.</p> <p><b><u>Independent Reading</u></b>                      Children will be encouraged to widen their experience of different genres and complexity, whilst increasing their reading fluency.</p>	<p><b><u>Stories with flashbacks</u></b>  <b>Essential books: Variety</b>  <b>Grammar includes:</b>                      Adverbs, adverbials, including fronted adverbials, using commas after fronted adverbials and to clarify meaning, using relative clauses beginning with <i>who, whom, which, where, when, whose, that</i> or with an implied relative pronouns                      Spelling rules from the New Curriculum. This will include routine spelling activities, homework and tests.  <b>Grammar includes:</b>                      Using commas to clarify meaning or avoid ambiguity in writing, looking at the infinitive form of a verb, and the split infinitive, using expanded noun phrases and adverbials to add detail and link ideas within/between paragraphs, using and understanding UKS2 grammar accurately and appropriately</p> <p><b><u>Guided Reading</u></b>                      The children will read and share a variety of genre to suit their reading ability, including stories from significant children's authors.</p> <p><b><u>Independent Reading</u></b>                      Children will be encouraged to widen their experience of different genres and complexity, whilst increasing their reading fluency.</p>

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<b>Maths</b>	<p><b><u>Key skills visited this term:</u> Working Mathematically by: selecting and using appropriate calculation strategies. Reason and solve problems</b></p> <p><b>Number and Place Value;</b> Work systematically to explore binary numbers; solve mathematical puzzles; including using multiplication facts, find digital roots and look for patterns; explore Fibonacci sequences. Use mathematical reasoning to investigate and solve problems, and to estimate and predict; solve problems using doubling, solve calculations with enormous numbers.</p> <p><b>Addition and Subtraction</b> Revise mental strategies to solve additions and subtraction including decimal numbers; use column addition to add 5-digit numbers, decimal numbers and amounts of money</p> <p><b>Multiplication and Division – arithmetic skills</b> Multiply 4-digit numbers including those with two decimal places by 1-digit numbers; use long multiplication to multiply 4-digit numbers by numbers between 10 and 30, including those with two decimal places; revise using short division to divide 4-digit by 1-digit and 2-digit numbers including those which leave a remainder, and divide the remainder by the divisor to give a fraction, simplifying where possible, and make approximations; use long division to divide 4-digit by 2-digit numbers, and use a systematic approach to solve problems.</p> <p><b>Fractions and Decimals</b> Revise equivalence simplifying fractions and changing improper fractions into mixed numbers and vice versa; revise adding and subtracting fractions with different denominators, including those which give answers greater than 1; revise multiplying pairs of fractions and multiplying and dividing fractions by whole numbers; solving problems involving ratios</p> <p><b>Measurement</b> Reading intermediate points off scales, and converting units of measures.</p> <p><b>Geometry</b> Revise properties and classification of 2D shapes, drawing 2D shapes using ruler, protractor and compasses, parts of a circle and angles in polygons; revise calculating missing angles by knowing angle facts; use a protractor to measure and draw angles in degrees; identify and name acute, right, obtuse and reflex angles; understand perimeter, area and volume; find the perimeter of rectangles, find the area of rectangles, parallelograms and triangles, and find the volumes of cubes and cuboids; revise reading and interpreting different types of data display.. Revise solving missing number problems using inverse operations; revise using trial and improvement to solve equations involving one or two unknowns, and find missing lengths and angles.</p> <p><b>Statistics</b> Calculate and understand the mean average; construct and interpret distance/time line graphs where intermediate points have meaning, including conversion line graphs; understand pie charts are a way of representing data using percentages, interpret and construct pie charts</p> <p><b>Algebra</b> Calculating unknown facts in an equation; linear equations and sequencing – finding the nth term.</p>
<b>Science</b>	<p><b><u>Living things and their habitats- Biology</u></b> <b>Working Scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences.</b> The children will describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p><b><u>Electricity - Physics</u></b> <b>Working Scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</b> Pupils should be taught to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit;</p>

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	compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches and use recognised symbols when representing a simple circuit in a diagram.	
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<b>PSHE</b>	<p><b><u>Cooperation, Friendship, Unity and Forgiveness</u></b> Working together for a greater good.</p>	<p><b><u>Changes and Relationships</u></b> This theme tackles the issue of change and aims to equip children with an understanding of different types of change, positive and negative, and common human responses to it. The theme seeks to develop children's ability to understand and manage the feelings associated with change. It aims to develop knowledge, skills and understanding in three key social and emotional aspects of learning: motivation, social skills and managing feelings. Including Puberty and Moving on to secondary school.</p>
<b>RE</b>	<p><b><u>What do Christians believe about God?</u></b> Children will consider the ways in which members of faith communities describe their understanding of God/gods.</p>	<p><b><u>What do Christians believe about the relationship between humans, their environment and other living creatures?</u></b> Revise the Genesis Creation story.</p>
<b>History or Geography</b>	<p><b>Local Study</b> of the <b>Victorians</b> in Hitchin linked with the Visit to Osborne House on the Isle of Wight. Linking with local History, map how land use has changed in local area over time. Geography incorporates mapping skills and looking at physical features in the Isle of Wight in comparison to our local area.</p>	
<b>Design &amp; Technology</b>	<p><b><u>Food</u></b> Children will investigate types of bread and its importance in culture and religion. They will research ingredients and design and make bread.</p> <p><b><u>Making working constructions powered by electricity</u></b> Understand and use electrical systems in their products [for example, series/parallel circuits incorporating switches, bulbs, buzzers and motors].</p>	
<b>Music</b>	<p><b><u>Exploring Sound Sources</u></b> This topic develops the children's ability to extend their sound vocabulary through listening activities, vocalisation and exploring different sound sources. They will use a digital music program to compose their own soundscape refining dynamics, pitch, tempo and timbre. (See link with Computing below)</p>	<p><b><u>Ongoing Skills</u></b> The children will be encouraged to sing confidently in tune with the awareness of breathing, diction, dynamics, phrase and pitch control; identify where to place emphasis and accents in a song to create the intended effects; perform songs from memory with confidence and with an understanding of the meaning and impact of the words.</p>
<b>PE</b>	<p><b><u>Rising Stars</u></b> The children will be working with Rising Stars coaches to develop their basketball and football skills. They will be consolidating and enhancing skills in catching, throwing, aiming and team work. Rising Stars lesson will be at <u>9.00am every Friday morning</u>. The children will need to arrive in school wearing the appropriate Ickleford School PE kit.</p> <p><b><u>Outdoor &amp; Athletics</u></b> The children will be building on teamwork skills in games such as: rounders, cricket. They will be improving athletic skills in running, long jump, relay</p>	

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<b>Computing</b>	<b><u>E-Safety</u></b> The children will be taught to use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact. <b><u>Cross curricular work:</u></b> History –project research and presentation.	<b><u>Robotics and Systems</u></b> – design, debug and refine algorithms to solve problems Plan and create a physical programmable device including input sensors and output devices.
<b>French</b>	As well as speaking in French the children will write phrases in French.	